Aledo ISD

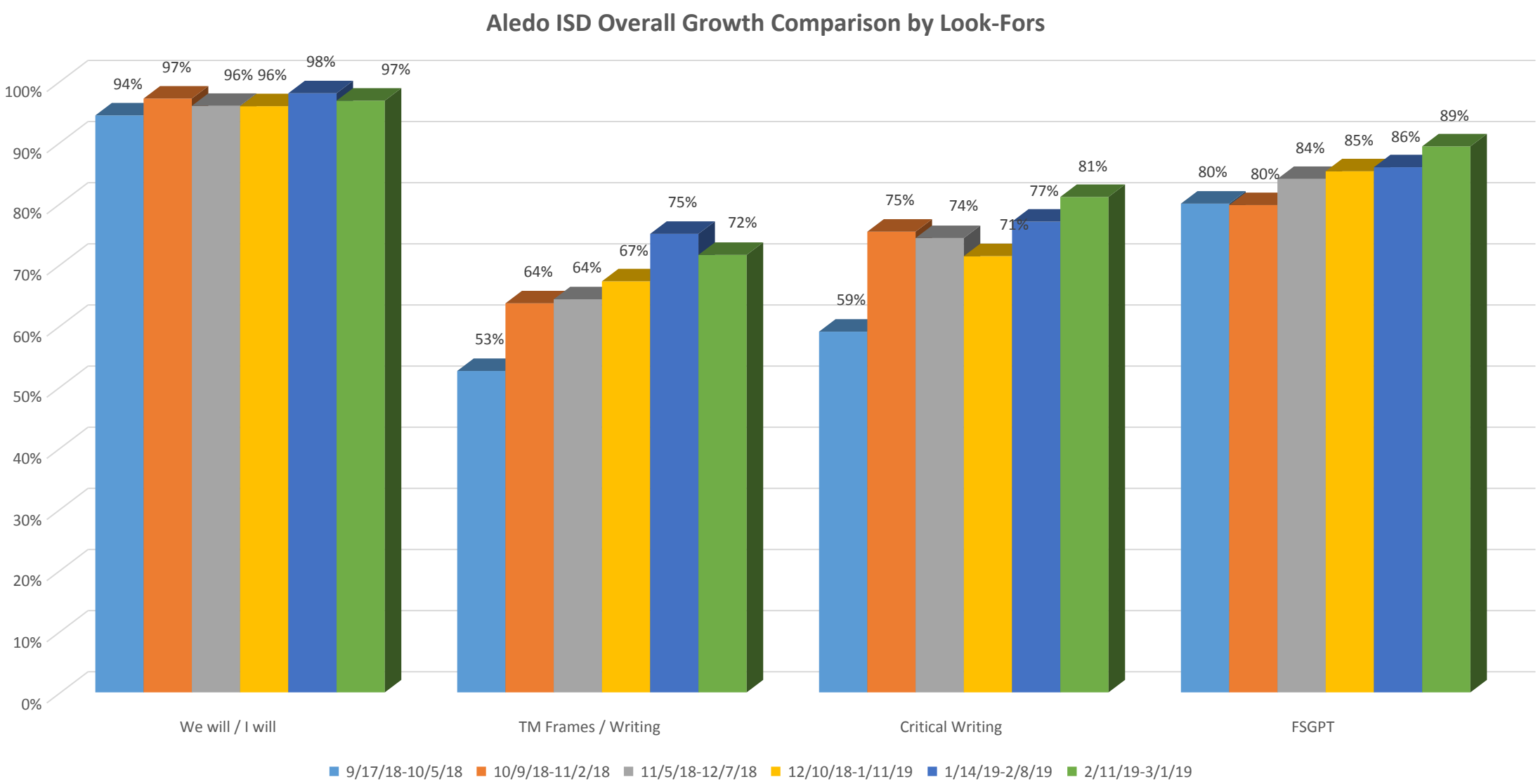
Instructional Focus Implementation Data

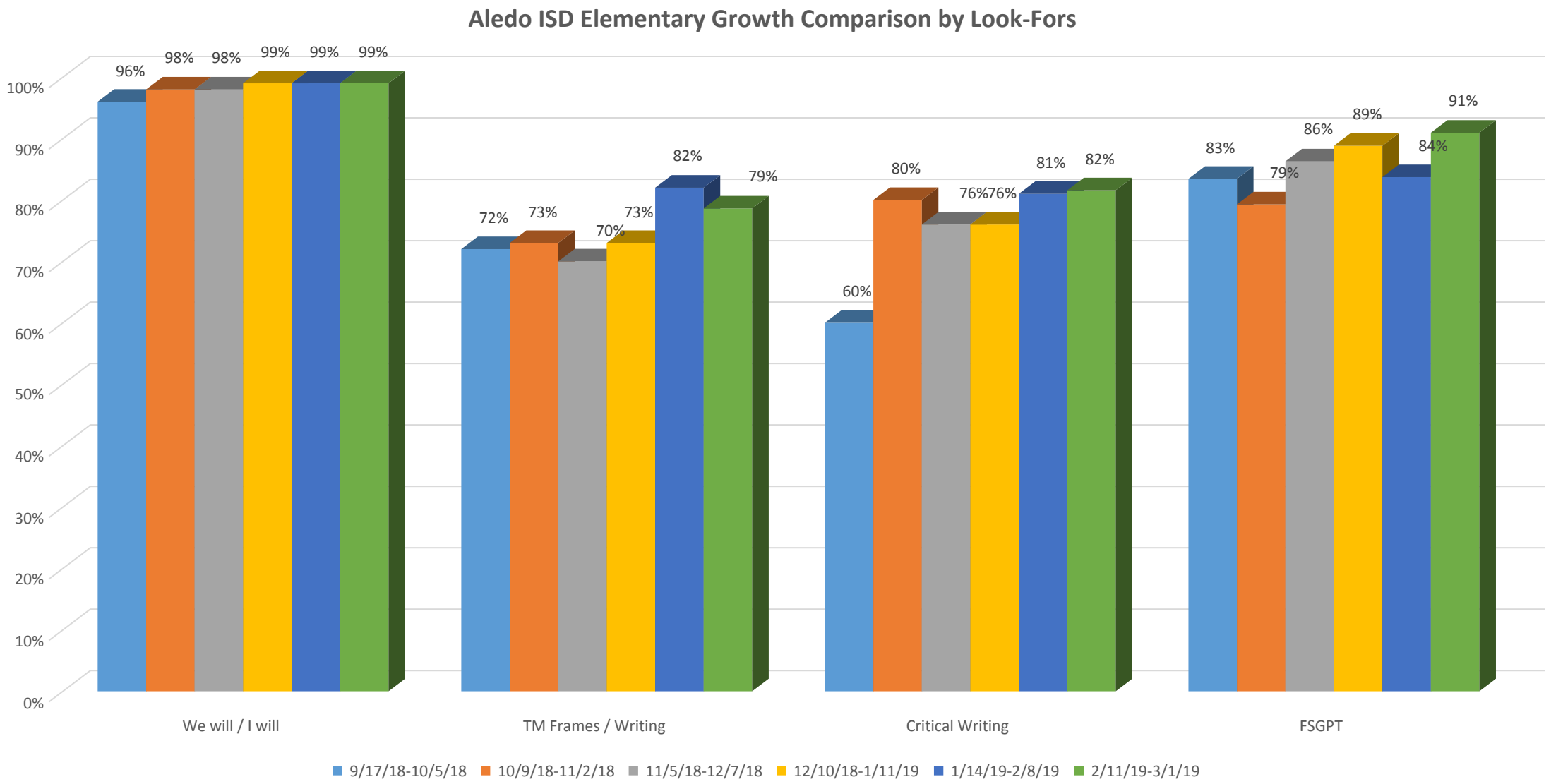
February 11, 2019, to March 1, 2019

Board Report

Look-For Descriptions

- **We will, I will**
  - → **100% by June**
- **Thinking Maps Frame of Reference / Thinking Maps to Writing**
  - → **80% by June**
- **Critical Writing in Journals and Binders**
  - → **100% by June**
- **Frequent Small Group Purposeful Talk (FSGPT)**
  - → **100% by June**


Aledo ISD Overall Growth Comparison by Look-Fors
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
94%
97%
96%
96%
98%
97%
53%
64%
64%
67%
75%
72%
59%
75%
74%
71%
77%
81%
80%
80%
84%
85%
86%
89%
We will / I will
TM Frames / Writing
Critical Writing
FSGPT
9/17/18-10/5/18
10/9/18-11/2/18
11/5/18-12/7/18
12/10/18-1/11/19
1/14/19-2/8/19
2/11/19-3/1/19


Aledo ISD Elementary Growth Comparison by Look-Fors
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
96%
98%
98%
99%
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72%
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82%
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91%
We will / I will
TM Frames / Writing
Critical Writing
FSGPT
9/17/18-10/5/18
10/9/18-11/2/18
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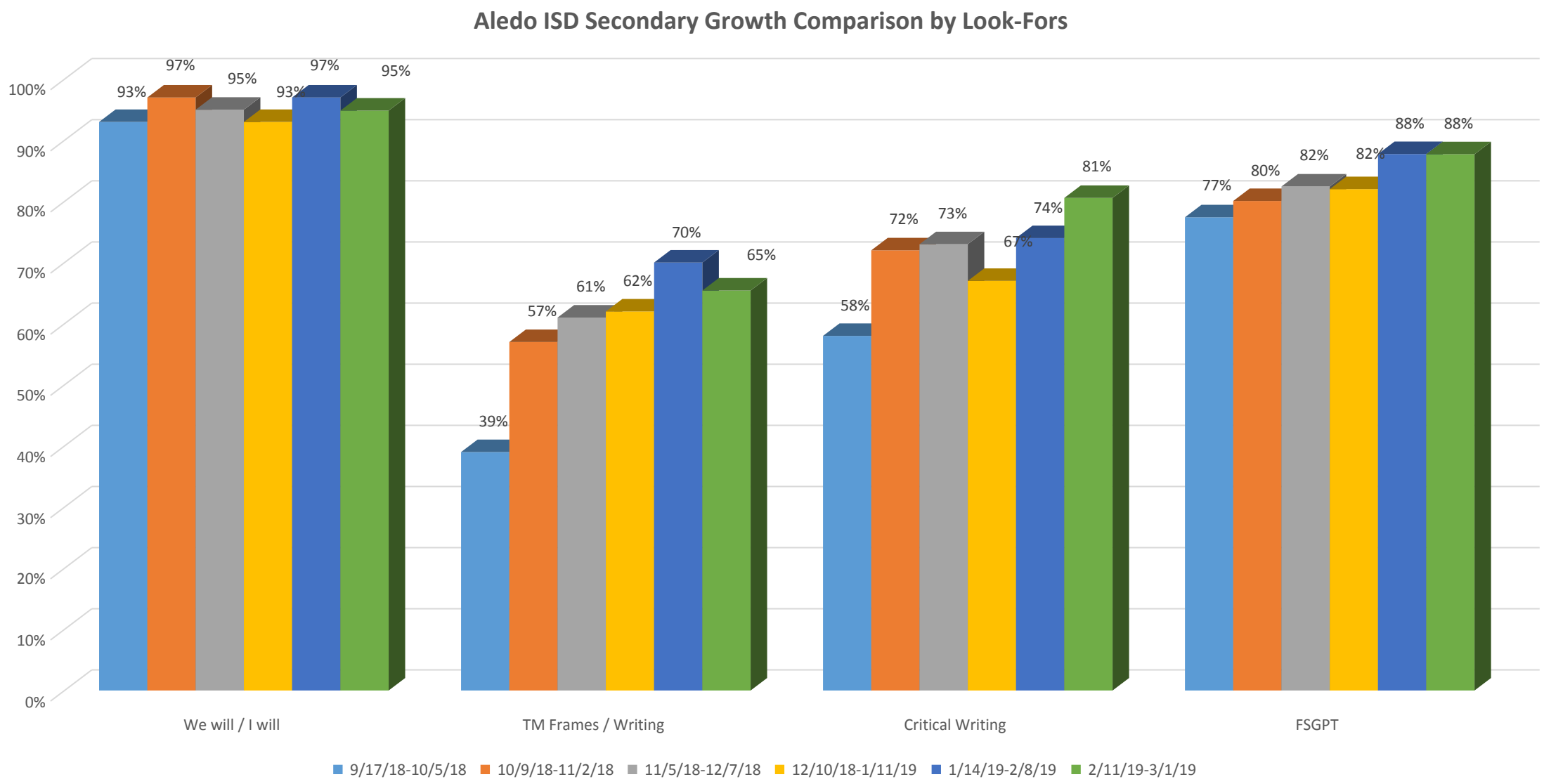
12/10/18-1/11/19
1/14/19-2/8/19
2/11/19-3/1/19


Aledo ISD Secondary Growth Comparison by Look-Fors
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
93%
97%
95%
93%
97%
95%
39%
57%
61%
62%
70%
65%
58%
72%
73%
67%
74%
81%
77%
80%
82%
82%
88%
88%
We will / I will
TM Frames / Writing
Critical Writing
FSGPT
9/17/18-10/5/18
10/9/18-11/2/18
11/5/18-12/7/18
12/10/18-1/11/19
1/14/19-2/8/19
2/11/19-3/1/19

ALEDO ISD FOCUS DOCUMENT

2018-2019

WHAT WE TEACH

Standards Driven Curriculum

Teaching to the Depth of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental Five

AUTHENTIC LITERACY

Balanced Literacy

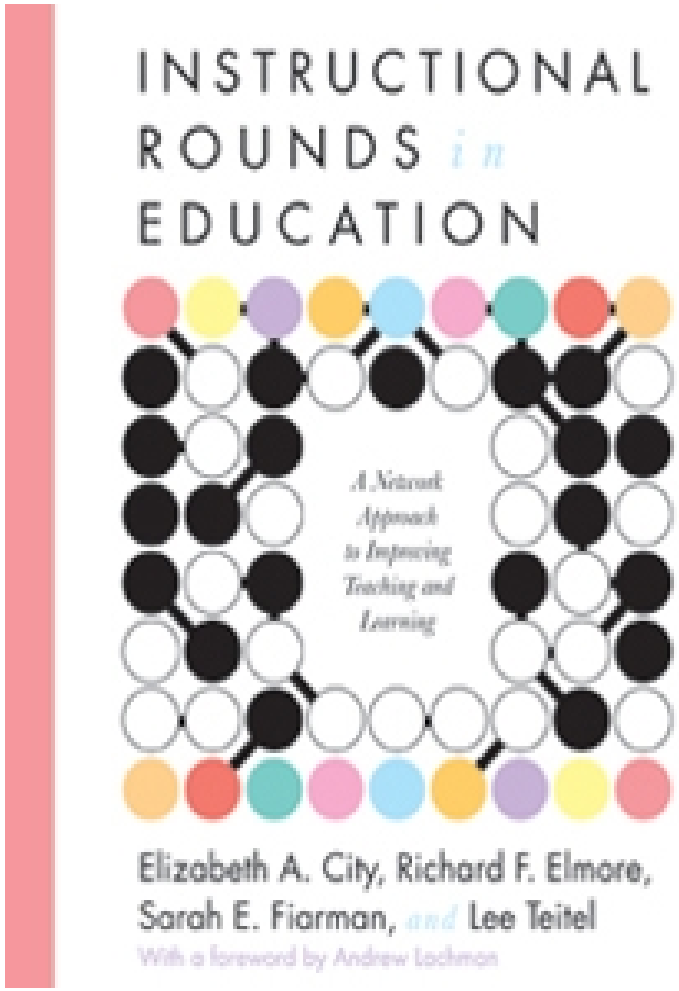
Write From the Beginning & Beyond

Problem of Practice:
Students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

Culture of Excellence

Professional Learning Communities

A district leadership team must develop and implement a coherent **system wide strategy** to support teaching and learning in all classrooms that is focused primarily and unconditionally on the instructional core.



Why Instructional Rounds?

- To build a common understanding and language
- To reduce variability
- To focus our work
- To put educators in charge of their own learning
- To guide professional learning
- Exposure to a variety of classrooms & sharing of best practices
- Engage in meaningful discussions about our instructional focus

Moving Up the Rigor Continuum

International Center for Leadership in Education
RIGOROUS LEARNING FOR ALL STUDENTS

Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

Thoughtful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.	• Students demonstrate their learning by completing tasks that require comprehension. • There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.	• Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content. • Tasks include the opportunity for students to respond to content through inquiry and interpretation.	• Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation. • Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	• Learning tasks include one assigned way for students to demonstrate their thinking.	• Learning tasks include one or more assigned ways for students to demonstrate their thinking.	• Learning tasks allow students to self-select options to best represent their thinking.	• Learning tasks extend students' learning, inspiring them to pursue self-discovery.
High-Level Questioning	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students respond to questions that mainly focus on basic recall and retell. • Few students ask questions, and most questions asked focus on basic recall or retelling of content.	• Students respond to questions that demonstrate a comprehension of content. • Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.	• Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. • During the lesson, students generate questions about content that demonstrate rigorous independent thinking.	• Students actively engage in developing rigorous questions to challenge the thinking of their peers. • Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	• Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.	• Lesson includes questions at a range of levels, but not all students are required to respond to each question.	• Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.	• Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. • Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.	• Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence. • Students provide explanations or evidence of their thinking and respond to their peers' comments.	• Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied. • Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.	• Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to conversation rather than a Q&A session regarding the major concepts studied. • Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	• Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.	• Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.	• Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.	• Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

Developed/ Well Developed Classrooms
Out of 162 Classes

89 → 107

42 → 47

45 → 52

Moving Up the Learner Engagement Continuum

International Center for Leadership in Education | A division of Houghton Mifflin Harcourt

Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected. • Lesson is teacher led and students progress through new learning with some challenges with productivity.	• Most students remain focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to actively respond. • Lesson is led by the teacher, and students productively progress through new learning.	• All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson. • Lesson is led by both teacher and students, and students productively progress through new learning.	• All students remain on-task and proactively engaged throughout the lesson. • Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	• Lesson relies mainly on direct instruction with few opportunities for student engagement through application.	• Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application.	• Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.	• Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Learning Environment	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions. • Students demonstrate a lack of respect for peers, teacher, and/or learning environment.	• Students exhibit some evidence that they are beginning to take risks and persevere in learning rigorous content. • Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers.	• Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning. • Students demonstrate respect for peers, teacher, and the learning environment.	• Students are encouraged to take risks and persevere through productive struggle. Students are provided with effective feedback to guide them in their learning. • Students demonstrate respect for peers, teacher, and the learning environment.
Instructional Design	• Classroom learning procedures and routines are inconsistently communicated and/or implemented.	• Classroom learning procedures and routines are visible, but are not consistently implemented.	• Clear classroom learning procedures and routines are visible and are consistently implemented.	• Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.
Formative Processes and Tools	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal. • Students are partnered or grouped, but all students receive the same lesson content, process, and product.	• Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. • Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product.	• Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations. • Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs.	• Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning. • Assessment results indicate that students are exceeding expected outcomes.
Instructional Design	• Results from formative processes and tools are used to monitor progress.	• Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress.	• Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.	• Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.

Developed/ Well Developed Classrooms *Out of 162 Classes*

79 → 83

71 → 93

Aledo ISD Fall / Spring Instructional Rounds Compiled Data

District Look Fors:

- **Learning Objective (We Will / I Will):**
  160/162 (99%) → 159/162 (98%)
- **Thinking Maps with Frame / TM Taken to Writing:**
  114/162 (70%) → 116/162 (72%)
- **Critical Writing in Journals:**
  125/162 (77%) → 139/162 (86%)
- **Frequent, Small-Group, Purposeful Talk:**
  114/161 (71%) → 133/158 (84%)

District Reinforcement & Refinement:

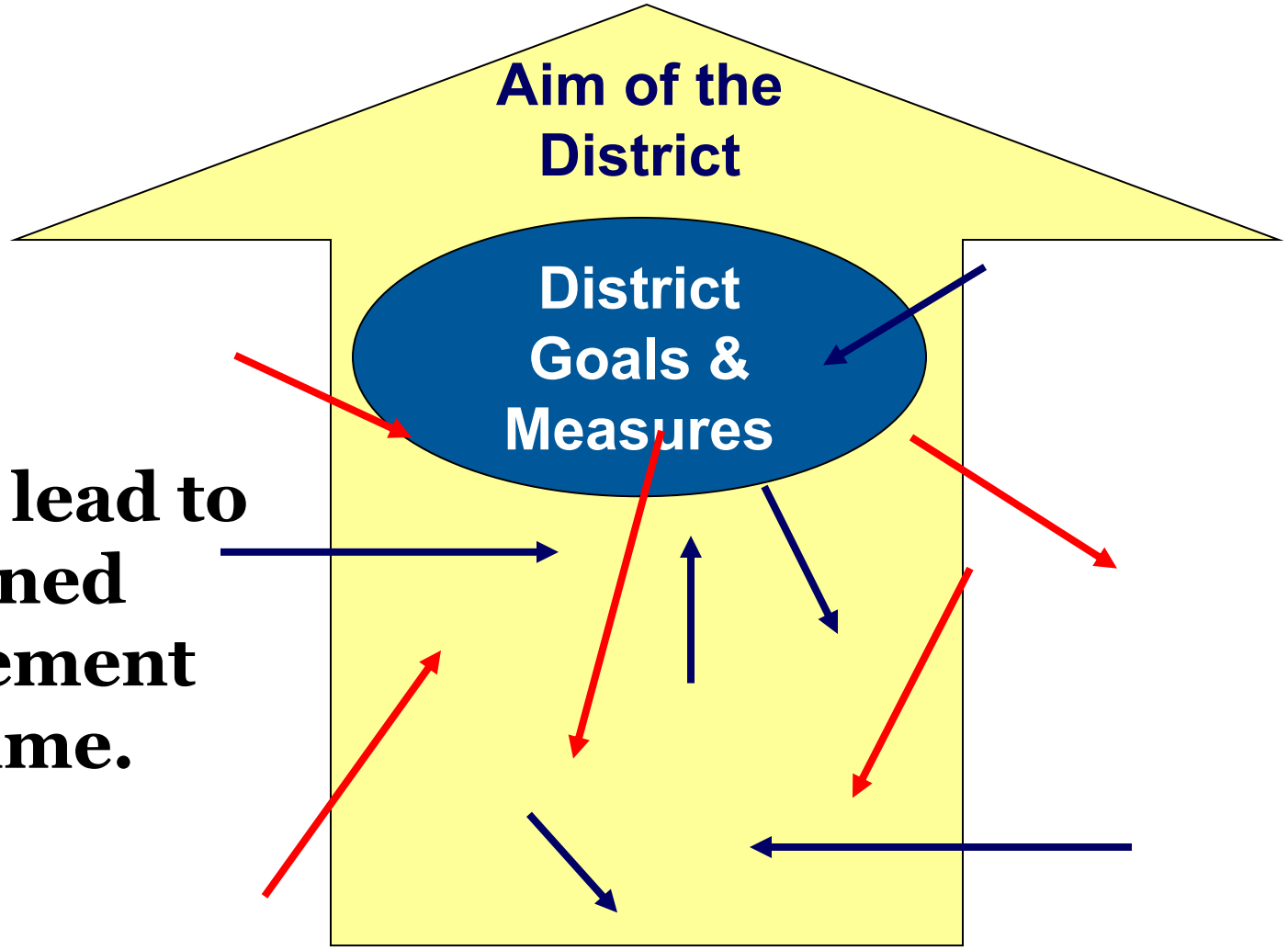
- **Reinforcement:**

Learning Objective (We Will / I Will) → Instructional Design for Thoughtful Work

- **Refinement:**

Pre-Planned High Level Questions that Elicit Academic Discussions → Student Generated High Level Questions & Student Led Academic Discussion

Random Acts of Improvement



…will not lead to sustained improvement over time.

Aligned Acts of Improvement

Quality improvement is eliminating random variation around an optimal targeted value.